



SEPTIMA P. CLARK CORPORATE ACADEMY

1929 Grimball Road
Charleston, SC 29412

GRADES 9-12 High School

ENROLLMENT 114 Students

PRINCIPAL Paula D. Gaffney, Ph.D. 843-762-2774

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

N/A

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

N/A

N/A

N/A

N/A

N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 1 out of 4 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	41.7	N/A	N/A	N/A	N/A	N/A
Passed 1 subtest	33.3	N/A	N/A	N/A	N/A	N/A
Passed no subtests	25.0	N/A	N/A	N/A	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	N/A
Seniors who met the SAT/ACT requirement	0.0	N/A
Seniors who met the grade point average	0.0	N/A

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	32	N/A
Number of Diplomas	11	N/A
Rate	34.4%	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	19	0.0	32	34.4	I/S
Gender							
Male	N/A	N/A	8	0.0	11	36.4	N/A
Female	N/A	N/A	11	0.0	21	33.3	N/A
Racial/Ethnic Group							
White	N/A	N/A	1	I/S	1	I/S	N/A
African-American	N/A	N/A	17	0.0	30	33.3	
Asian/Pacific Islander	N/A	N/A	0	N/A	0	N/A	N/A
Hispanic	N/A	N/A	1	I/S	1	I/S	N/A
American Indian/Alaskan	N/A	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	N/A	N/A	19	0.0	32	34.4	N/A
Disabilities other than speech	N/A	N/A	0	N/A	0	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	0	N/A	0	N/A	N/A
Non-migrant	N/A	N/A	19	0.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	N/A	N/A	19	0.0	31	35.5	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	16	0.0	23	47.8	N/A
Full-pay meals	N/A	N/A	3	I/S	9	0.0	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 33.3%									
All Students	13	92.3	33.3	25.0	41.7	N/A	41.7	YES	I/S
Gender									
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	11	90.9	30.0	30.0	40.0	N/A	40.0	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	13	92.3	33.3	25.0	41.7	N/A	41.7	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	13	92.3	33.3	25.0	41.7	N/A	41.7	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	13	92.3	33.3	25.0	41.7	N/A	41.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	13	92.3	50.0	25.0	25.0	N/A	25.0	NO	I/S
Gender									
Male	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	11	90.9	60.0	10.0	30.0	N/A	30.0	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	13	92.3	50.0	25.0	25.0	N/A	25.0	N/A	N/A
Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	13	92.3	50.0	25.0	25.0	N/A	25.0	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	13	92.3	50.0	25.0	25.0	N/A	25.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 114)				
Retention rate	29.8%	N/A	11.1%	9.1%
Attendance rate	93.5%	N/A	95.6%	96.0%
Eligible for gifted and talented	0.0%	N/A	2.4%	5.8%
With disabilities other than speech	0.0%	N/A	15.9%	12.7%
Older than usual for grade	N/A	N/A	15.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	N/R	N/R	1.4%	1.6%
Enrolled in AP/IB programs	0.0%	N/R	4.4%	10.2%
Successful on AP/IB exams	N/AV		13.9%	53.8%
Annual dropout rate	N/A	N/A	2.5%	2.7%
Career/technology students in co-curricular organizations	0.0%	N/A	4.6%	3.6%
Enrollment in career/technology center courses	69	N/A	282	466
Students participating in worked-based experiences	3.5%	N/A	19.2%	25.7%
Career/technology students mastering core competencies	39.0%	N/A	66.9%	77.7%
Career/technology completers placed	N/A	N/A	96.5%	99.3%
Teachers (n= 16)				
Teachers with advanced degrees	31.3%	N/A	48.2%	52.0%
Continuing contract teachers	62.5%	N/A	76.3%	82.1%
Highly qualified teachers**	90.9%	N/A	89.5%	89.5%
Teachers with emergency or provisional certificates	25.0%		12.5%	8.6%
Teachers returning from previous year	N/A	N/A	79.9%	86.2%
Teacher attendance rate	95.3%	N/R	94.5%	95.3%
Average teacher salary	\$36,838	I/S	\$40,002	\$41,060
Prof. development days/teacher	10.4 days	N/R	13.9 days	10.6 days
School				
Principal's years at school	0.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	10.7 to 1	N/R	20.0 to 1	26.4 to 1
Prime instructional time	86.7%	N/R	87.4%	90.0%
Dollars spent per pupil*	N/A	N/A	\$7,820	\$6,310
Percent of expenditures for teacher salaries*	N/A	N/A	56.7%	57.9%
Opportunities in the arts	Good	N/R	Good	Excellent
Parents attending conferences	93.8%	N/R	84.7%	89.3%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Septima P. Clark Corporate Academy is a magnet high school for Charleston County School District located in Constituent District #3 James Island. Clark Academy originally opened as an alternative school program attached to Burke High School in 1989. Clark Academy moved from its original location to James Island in 1994, and became an alternative school program attached to James Island High School. In June 2003, James Island High School became a Charter School and Clark Academy became a stand-alone high school. The original mission of Clark Academy has remained unchanged. The extensive supportive services provided through Communities In Schools help students cope with family and social issues that could hamper their academic progress. The low student-teacher ratio at Clark Academy gives students who need small class size an enhanced opportunity to focus on academics.

Our school made significant progress during the 2003-04 school year. Seven of our students were identified for the Gifted and Talented Program. Our relationship with Marriott Vacation Club International enabled eight students to be involved in Marriott's extensive job-shadowing program, which emphasized pursuing a four-year college degree with the University of South Carolina Hilton Head Campus. Because we are a Promise Site for America's Promise, thirty AmeriCorps volunteers worked with our students. These caring adults provided a safe place with structured activities during non-school hours, instilling marketable skills and providing opportunities to give back to the community.

Our instructional program was greatly enhanced by a new school library. Every classroom is now equipped with a new DELL computer and we have installed fifteen new DELL computers in our computer lab. All teachers were trained in Write Traits to comply with the school district's initiative to improve writing. We implemented Measures of Academic Progress (MAP) with ninth and tenth grade students to chart their academic progress and address academic weaknesses.

Our first year as a high school has allowed us to collect baseline data on enrollment, attendance, student-teacher concerns, test scores, assessment, and parental and community involvement. Our goal for 2004-05 is to increase enrollment, implement a choral music program, enhance our art program, improve attendance, and increase parental involvement. Our test scores indicated a need to continue addressing students' weaknesses in math, English, and problem solving ability. All ninth and tenth grade students who are not proficient will be required to take math and English all year long to positively impact their achievement. We also plan to address the need for consistency with curriculum, and instructional practices. Paula D. Gaffney, Ph.D., Principal Lydia Fipps, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	20	15
Percent satisfied with learning environment	81.3%	80.0%	66.7%
Percent satisfied with social and physical environment	82.4%	65.0%	60.0%
Percent satisfied with home-school relations	43.8%	65.0%	60.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.